
Stopping gangsterism.

In the country where i am from gangs are a real problem, as i am sure it is like in america and the rest of africa and other places too. what can we do to curb gangsterism?

The way i look at it, if you take the weapons and drugs away, there is no problem with gangs. then they will just be kids and young adults hanging out and doing what they do. there is little more you can do other than take away the weapons and drugs. but i am getting ahead of myself, we still find gangs with these things.

If you were to be a gangster, you would want to be able to reach out and hurt someone to impress your friends. this is all it is. all fights between gangs start with this, or, maybe fighting over where they can sell drugs, which is more serious. how do we stop the weapons, first of all? i would say that we could have metal detectors at every building in the affected areas. this will show the weapons up. if there are hand held metal detectors at every school and public place, that will take a huge chunk out of the dangers of gangs.

Or, we could use magnets instead of metal detectors. think now, we could just swish over them with a magnet and see what attracts to the magnet? magnets are cheap and easy to carry around, and teachers could swish 'suspects' and see what they get.

Now, the drugs are also a problem. i suggest we focus on the main drugs, being weed and mandrax and meth. so, we need to bring in dogs that are trained to smell this maybe? finding these will be hard, as kids will stick it up their anus to get the drugs through frisking areas. that will be desperation though, as then you cannot carry large quantities.

Maybe we need a light that highlights the drugs on them, like a neon light that makes the drugs glow? it is all biomass, so, under the right conditions, people will glow if exposed to this light and they have drugs on them.

Child molestation.

This is a real problem in my country. children are abused each day. i have even heard rumors that some parents think they will get paid to molest their kids, but those people must be stupid or something, or it is a fairy tale?

So, child molesting is where children are touched and used as sexual objects by older people. if the child was unable to speak - crib ridden - then there would be very little anyone could do about it. if the child was to go outside the house though, we could see signs of wanting to pleasure the adults around them out of habit. i have also heard rumors that children might be made to go to school from a grade prior to grade r, and, with any luck, if it is compulsory, as i am beginning to think is a good idea, then teachers might see children playing doctor doctor without the name attached.

If we can get children into the public eye then we can find out if they have been mistreated. i suppose any parent that abuses their child will now want to keep them inside for as long as possible, but, they will eventually go outside into the world. if the child was to show signs of sexual activity, then they should be investigated. let's say the age of six is weird for children to have sexual urges under?

I also suppose that every parent that does these things to the children says it is because they love them. what else could they say? what else would they say? the children that show signs of drawing pictures of their parents private parts, or, even their own, would be suspects yes? if we can get them all to draw pictures, we could find out whose parents abuse them, or, even abuse their partners?

Murder.

How do we stop people from murdering each other? it happens all the time, and, is considered the most serious law. besides subliminal messaging, how do we fight it?

If we were to look over why people are murdered, the main reason is money or gang violence. if we could find a way to stop this, it would have to be something where we physically stop the person from being murdered, as if we ask the assailant to stop, it will probably happen anyways.

If the person who would be the victim was not there, there is no way they could be murdered. ah, i know! if it was possible to see the future then we could avoid murder all together. so, without further ado, i present the 'future seer.' if the world is reactive, in that everything that will ever happen is merely a reaction, we could accelerate light to see the future. all we need to do, please bear with me, is with a computer accelerate light so that we can see what will happen in the future.

If we were to observe time, how do we know where we are in it? if we are seeing light from a few thousand years ago, it makes sense that we could 'go forwards in light' and see what the future holds.

This is still a developing idea, but i am sure that we could build a machine, a small machine that is portable, and examine what will happen in nearly any place on earth.

The parts i would suggest would be the viewing parts of an overhead projector, a lot of film for video machines a while back and various parts of a typical run of the line x ray machine.

Let's get dirty!

So, now that the maths has all been worked out for the shape of the language for the computer to see, we need to flesh out the language. there are 26 letters, but let's look into the 'science' of english?

 Quote by: <http://en.wikipedia.org/wiki/Vowel>

In phonetics, a vowel is a sound in spoken language, such as an English ah! [a:] or oh! [oʊ], pronounced with an open vocal tract so that there is no build-up of air pressure at any point above the glottis. This contrasts with consonants, such as English sh! [ʃ:], where there is a constriction or closure at some point along the vocal tract. A vowel is also understood to be syllabic: an equivalent open but non-syllabic sound is called a semivowel.

In all oral languages, vowels form the nucleus or peak of syllables, whereas consonants form the onset and (in languages that have them) coda. However, some languages also allow other sounds to form the nucleus of a syllable, such as the syllabic l in the English word table ['teɪ.bəl] (the stroke under the l indicates that it is syllabic; the dot separates syllables), or the r in Serbo-Croatian vrt [vrt] "garden".

There is a conflict between the phonetic definition of "vowel" (a sound produced with no constriction in the vocal tract) and the phonological definition (a sound that forms the peak of a syllable).[1] The approximants [j] and [w] illustrate this conflict: both are produced without

much of a constriction in the vocal tract (so phonetically they seem to be vowel-like), but they occur on the edge of syllables, such as at the beginning of the English words "yet" and "wet" (which suggests that phonologically they are consonants). The American linguist Kenneth Pike (1943) suggested the terms "vocoid" for a phonetic vowel and "vowel" for a phonological vowel,[2] so using this terminology, [j] and [w] are classified as vocoids but not vowels. However, Maddieson and Emmory (1985) demonstrated from a range of languages that semivowels are produced with a narrower constriction of the vocal tract than vowels, and so may be considered consonants on that basis.[3]

The word vowel comes from the Latin word vocalis, meaning "vocal" ("relating to voice").[4] In English, the word vowel is commonly used to mean both vowel sounds and the written symbols that represent them.

So, we know what some of the letters now mean. i have previously made a chart to see where the sounds lie and what they are supposed to sound like, but i don't think it is necessary now. our vowels are, as i learned in school, a e o u and i. any word must contain at least one of these. i suppose the code for this would be if a e o u i are absent, return false, ask to "clarify?"

Now, each computer must learn these 26 letters, and four more letters, being [. ! , ?]. this leaves us with thirty characters for the computer to learn, and, i suppose every one of our questions will have a question mark in it. this works out well with the thirty character base, yes?

So, now we must convert the letters into other letters. if this is to be done correctly, each letter will equal a number on the scale of one to ten - screw modular maths stuff - and then form our 'molecules' inside our 'cubes' and then work it out by constructing the answer.

My own fateful language.

Well, originally, on paper, it worked like this...

will i die tomorrow? = xyz = anwer in english, crossing the letters with numbers. eventually you get phonetic sounds, and to the person asking the question, you will get an answer that makes sense. one obvious thing about this is repetition, where if you ask "how do i" the answer will always be "easily... so and such a thing"

Let me demonstrate?

how do i = h[8] o[15] w[23] d[4] o[15] i[9];
[8 + 1 + 5 + 2 + 3] = 19[how] = s = 'es' [phonetics]
[4 + 1 + 5] 0[do] = j = 'jay'
[9] = 9[i] = 'ih'
= es jay i = esjayi [more or less, easily!]

This uses old english sounds - not american english which is diluted. this is like the phonetics a baby uses to speak.

Relativity of wrong.

When it comes to finding your right answer in life, there is only one right answer and many wrong answers. in fact, you could say that everything that is not the truth is false, and when asking a question, you get the truth, parts of the truth, or no parts of the truth. it comes down to honesty for that sort of thing, but, you either intend to answer the question, or you intent to lie, or you don't know the

answer, which if you do answer is a lie. if you don't know the answer and you have been told that the truth is something which is false it could also be a lie.

On the other hand, we are never right! if you ask who was at the gala, there were many people there that you will not know of, so you cannot know the truth. even if you have a whole list of people, there will be people outside or driving past that 'were there' so to speak.

Or, how about an engineer? if you ask them to measure something, how small a measurement is there? how can they know the answer? is it their fault?

So, there is no truth in human beings and in human thinking. conversely, everything is part of the truth!

If you go to the gala, and ask who is there, then saying that someone was there, whether by their name or not, is still the 'truth.' if you were to say nobody was there, then that could be understood as that many people that are alive were not there.

If you were to give a measurement to the closest meter, then that is a part truth too.

There are no degrees of wrongness as everything is wrong and right at the same time.

Time tables and subject choices.

I think trades should be taught at school instead of wood work, or, they should be brought into woodwork. alternatively pupils could learn home economics or something in the fashion industry or textiles.

Accounting should always be taught as it is a great subject with practical uses out of school. there is only so many times you can observe a ledger, so, basic economics and business studies could be taught in this group too.

All the time wasted on set work could be used to teach a second language in english class. this means people could speak all official languages of the country in the english class, and, students with a first language other than english could help others as they help them. the focus should be taken off orals, as public speaking should be done by those that want to do it, not that even sixty per cent of pupils will ever have to do it. essays are good, as punishment for speaking in class or not doing homework, pupils should write two paragraphs or fifty words in two languages of their choice. this is more constructive.

Geography should be replaced with geopolitics or something more practical about the world, as, not all students that study geography will become meteorologists, and, politics will make them read the paper and get involved with the world around them. life orientation should be brought together with this new 'geography.'

Computers should be compulsory, as, many of the pupils could find themselves in a desk job with a computer. the things taught should be a basic technical understanding of the computer, and, a little bit of easy programming to make them comfortable with the computer. touch typing could also be factored into this group.

Maths and science should be grouped in the same bracket, as, there are only so

many times you can write out a formula, and physics is all content at high school level.

Biology should be taught along with farming basics. then, they should go on outings to farming sector to see how agriculture is handled. if geography is necessary, then they can learn a little bit about meteorology too.

Art should be scrapped and only taught at university level. it is a very lavish science, and has very little use in the new world, as very few make it. it would be better to teach sport! if art must stay, then they need to bring history into it, and, teach about fractals and all sorts of mathematical art theories that i have heard of.

Is there anything left out of my guidelines for the new syllabus?

Freedom of religion.

I was thinking to myself and thought about things about religion and how some people accept it and others won't accept the same thing. if you travel to africa, where i live, you will find a lot of practices with slaughtering livestock to celebrate, and these animals are hurt. then, why do we bother with strays if they can be hurt too? if you were to say it is wrong not to feed a dog or cat, but say it is okay for a cow to slowly be carved up alive or whatever, then that is a funny way to look at things.

But what i am really trying to say is that some religions and cultures have obscure practices that others would not tolerate. why don't we tolerate it? because it feels emotionally or logically wrong. if a culture or religion encourages you to do something that others find wrong, what are your freedoms? are you free to live in the present day, or be amish? are you free to pray once a week or five times a day? are you free to write about mohammed or draw pictures of him in primary school, but not in church? are you free to shave your heads on the sides of your head like the pagans in the bible?

What this is really about is satanism. are you free to worship the devil? are you free to curse someone? are you free to defile nature and drink blood as a 'vampire?' are you free to associate with people that would break the law? are you free to know of someone that is known to hang around with law with maybe breakers, even though they haven't broken the law yet, and not report them? are you free to leave your roots behind? are you free to speak on the behalf of others? are you free to do anything?

Mob justice and the inquisition led to mass deaths of lots of people that would be known to hang around with law breakers or potential law breakers. heck, if you gave one time of day you might be strung up too. what has changed?

As society tends to try to gather for survival we must ask, what are we giving up for their freedom? they are now free, muslims may walk with ubuntu people from africa, and many do. north africa is a hot bed of muslim activity. the ira doesn't accept the 'freedom' of others. the klu klux clan doesn't accept the 'freedom' of others. there are many more that want to see a high moral standard. by freedom i mean that they may do as they want to with regards to customs and stuff.

Now, is knowing a satanist the same as helping one? helping them do what? what do satanists do? everyone knows what they are rumored to do, but i would like to point out that the hindu people worship evil gods too, and that is okay with them and the rest of the world. but, what does that culture make you do? what should

you do? what does it say to label yourself a satanist? what does it say to label yourself a pagan? what does it say to gather and label yourselves amish? Why have you chosen this path ahead of others? do you fit in? do you lead there? where do you lead them to? church? salvation army donations? gardening? maybe burning down churches and other places for sanctity? maybe you like to deface structures? maybe you like to deface books? maybe you like to deface people?

I label myself a pagan, but, if anyone has a problem with that, astrologer i would prefer to be called. that means i believe in the star signs and things like that, and have countless opinions that i believe in say i am not out looking for attention, not out to hurt anyone religiously, and things like that.

In south africa, we are over run with satanists. all the white people here want to get favors from believers in the devil and maybe don't know what a satanist is supposed to be. what it is then that satanists are supposed to be?

Teaching kids to walk and talk faster.

How do we make the learning curve better, or, in more practical terms, increase the amount of information taken in during the most influential years of the child's life, being around four years old?

Well, i figure the faster they learn to talk and recognize words, the quicker they will begin to learn, and, take chunks out of the world into their minds. so, i figure that we need them to learn to talk faster, and, also, to walk faster, but walking is not as important. but, let's start with walking?

How do kids learn to walk? i figure it is because they see their parents doing it all the time, and, want to copy them. with a little practice they learn to walk. but, i want children as old as six months to be walking! yes, that is my goal! to do this, we need to get them furniture to hold onto, or, walls - i am sure every family can afford a few walls?

When does a baby realize it is time to try to stand? if you were to drill a hole in the wall, and hang a christmas stocking on it, out of the child's reach, they will soon learn to stand. maybe that will be the best bet? walking comes after standing, and, trying to stay upright will naturally lead to the first steps as the child tries to stay close to the 'stocking.'

Then, to teach children to speak, we need them to copy mommy and daddy. if they were to hear speech all day long, they would also try to talk. haven't you noticed the first word is always distinct and clear? well, most of the time anyway. this means that the child has stopped crying for what they want and wants to 'identify' their parent as the 'thing' they want.

So, how do we hurry this process along? if the child was to have a variety of things shown to them, and, names given to them, then they would remember them all together. if you were to show them one thing, and repeat the name after hiding it and then showing it again, they will learn quickly. then, you can introduce two things, one in each hand, and, ask them what they are. this will hurry them up so that the first word may not be mommy and daddy, or, introduce a lot of first words. it should work, why not?

Then, to teach children to write and read faster, the parents may draw these items on the wall on a piece of paper, and, give them stencils to write the word out. this will call for a lot of paper, but i am sure it will work out. if the kids were

to first learn the names of the things - how they sound - then see how they are spelled then with a little practice they will be able to copy them onto the paper with the help of the stencil. this will really give them an advantage at school, and, maybe even in grade r they could learn the 'abc song' and the 'one to twenty song.'

I know this might pressure kids, but, i am sure that at a gentle pace, with plenty of time for games, they will actually enjoy it, especially if they get lollipops for their 'works' from their parents.

More games in the classroom.

If teachers were to play games with the kids in the classroom, then things would improve in lower school. if they were allowed to talk, for example, as rewards, i am sure they would play any games that the teacher put forth, or, even go talk in groups on the playground. in fact, we could raise the games to stakes where the losers would have to go to the sports events on saturdays, as a real punishment.

The games they will play? well, in grade one, learning the abc and 1 - 20 songs might be important, along with basic reading and the stencil games. then they could also be taught to add and subtract on their fingers and toes or whatever. also teaching them colours could work out.

In grade two, more of the same. they should start working with computers at this or grade three.

In grade three, they might want to start learning how multiply and divide, as they are so similar. after two years of stencil training, it might be time to remove the stencils?

In grade four, getting ready for their trades, they might be encouraged to bring newspapers to school, and write essays on what the articles were about - all in class - no homework. all help from mom and dad will be done before they present their things.

In grade five they could learn their trades - all mechanical, all electrical and all plumbing or other similar things.

In grade six, they could learn basic algebra and other terms of higher learning.

In grade seven, they can begin grade nine work, to prepare them for their high school career. subject choices must be made after careful thought.

In grade eight they can begin their degrees, through until they are sixteen. if they were to leave school now without a degree, they can take a 'gap year' or something. i know kids at the age of sixteen would much rather be working for money, personally.

The degrees should run for three years. all learning should be paid for in bulk so as to avoid the expenses, and, they should all be distance learning courses that they can study in class. actually, they can do what they like in class, as they only have to write their exams at school, so they could stay home the whole time only coming in to have notes explained to them by teachers.

So, this is how i think things should look. the games they play in junior school will encourage them to work well. Some of the games they could play would be to continue the essay? the essay could be written in grade three, and everyone

needs to pass a note a note around adding to it after reading what it is about. if at any point the note doesn't make sense, because some child didn't read the essay, they could make that child write out a whole essay by themselves while the 'good' kids continue.

Another thing that drives teachers mad is when the kids talk. this especially happens in high school, and that is why i suggest they can stay home until they write exams or phone the teachers for help. to get rid of talking in lower school, they could spend their breaks in detention, or, phoning their parents to tell them that they spoke in class, or both!

AI.

Why not expose it to random choices, then state the objective, then ask it to find the best one to accomplish the task? if the ai was to go through trial and error, as we do, it will be able to make choices, or will it? it needs emotions to complete these choices, so, will not be able to choose without other input related to the question.

But, i suppose we could put together a ai to work in games, then establish a personality, then port it over to normal operations?

This would mean there needs to be an objective, there needs to be choices based on habitat and tools and a few other choices. if you place an ai into an oil drilling game, there must be more than one. the first one will choose the logical best drilling site, then player two has a turn. then player two will see the directly best drilling site has been taken, so will choose another drilling site - eventually. i remember in a game i played called settlers, the computer would always choose a site for the minerals that was richest in that small site. seeing as how the maps went on for hectares and hectares, i chose the sites with the most potential drilling sites, as they were bound to hold something. this risk is what player two must use.

Then comes player three, and player three will see that the best site is gone, and the logical next best drilling site is gone. you might think it might want to take a third best logical drilling site, but, it might be able to assess risks and take a logical plunge into an unknown risk site. using the same maps for these games would mean it gets the same results. programmers might want to save this memory of achievements, and, then take away knowledge of the drilling sites. the hope is that that eventually we could design a 'program' that drills randomly when the clock is ticking hoping to strike it lucky, always based on the personality of the 'player.' we should put things to it like not being able to forecast the weather, but, without using percentage likelihood like we do, take into account the probable climate there for the miners.

If the player was to develop to such a height as being able to, through previous experiences, remember things about the world they are in, then there is hope. but, we need to get the player to guess! without guessing there will be no ai! to guess, as a guess from me, we would need to make it emotional. if it were emotional, or, programmed into it moods, it might be in a hurry or very pessimistic, to say the least.

Now, to get it to be emotional, we need to present it with variety of responses. this is not random generation, it is a chosen response on top of a situation. if the situation was that the mines were disappearing, then they would need to stop drilling there and drill somewhere else. the time to pull out must not be programmed! it must come down to risk assessment. if the 'player' decides that it

is waiting for the optimum figures to quit, what are they? they must include a risk, and, the player must remember that risk and the outcome, and be graded on it. viola, there is emotions!

It will be a person, and not an automation, because it has the vagueness, as you ask for, in it's risk assessment. then, there is the urge to complete the task quickly, due to time constraints and money limitations. i know a guy on weed could blankly stare at the lawn thinking of mowing it, but, if it were a computer programmed to do these things, i would not dilly dally.

If it needs a personality, first it must want to be 'alive.' if it were to seek to get points or something, and get told that points are good, well, how is that different from a person thinking money sleep sex and food is good? eventually we could tell the automation, that is capable of a vague guess, to have other goals. our goals come from our instinct, an instinct that is no different than the dinosaurs.
